

Up We Go!

**Designing a Web-Based Instructional Module for
the Transition from Elementary to Middle School**

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Agenda for this Session

Rationale

Goals

Development

Conclusion



Rationale

Rationale

Goals

Development

Conclusion



Transitioning to Middle School

Using the polling feature in your participants panel, answer the following question.

- Do you remember your feelings before making the move to middle school?
 - A. Yes
 - B. No
 - C. Some recollection
- How did you feel about attending middle school?
 - A. Happy/Excited
 - B. Relaxed/Calm
 - C. Nervous
 - D. Terrified

Project Rationale

- 88% of public school students move to middle school each year
 - Students will experience physical and emotional changes that already combat an increased academic and independent expectations
- Lack of formal and structured program meant to aide students in transition to middle school



Project Rationale

- Integrates student technology usage in non-core subject areas
Subjects like health saw a lack of technology use in classes
- Hawaii Content and Performance Standards (HCPS III) in Health
Grades 6-8
- General Learner Outcomes
Self-Directed Learner
Effective and Ethical User of Technology

Goals

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Purpose

The **purpose** of this instructional design project is to develop a web-based instructional module intended to assist with the transition from elementary to intermediate or middle school for 6th grade students at a public elementary school on Oahu.

Project Goals

Provide independent learning opportunities for participants

Project Goals

Present common middle school concerns

Provide independent learning opportunities for participants

Project Goals

Provide tips and strategies to navigate concerns and issues.

Present common middle school concerns

Provide independent learning opportunities for participants

Project Goals



Assessment to measure learning

Provide tips and strategies to navigate concerns and issues.

Present common middle school concerns

Provide independent learning opportunities for participants

Target Audience

The **target audience** was 6th grade students in a public elementary school located in Honolulu, Hawaii.

- Student Background
 - Mixed gender
 - Age range from 11-12 years old
 - “Generation Z, iGen, the Founders” all show proficiency in use of technology

Development

Rationale

Goals

Development

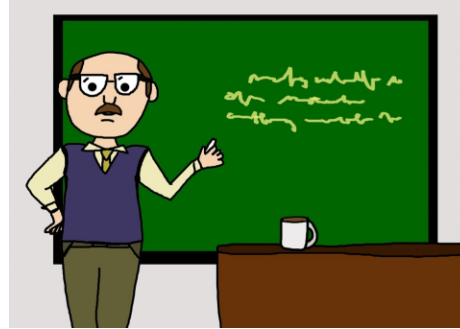
Conclusion



Project Development

How should I teach this?

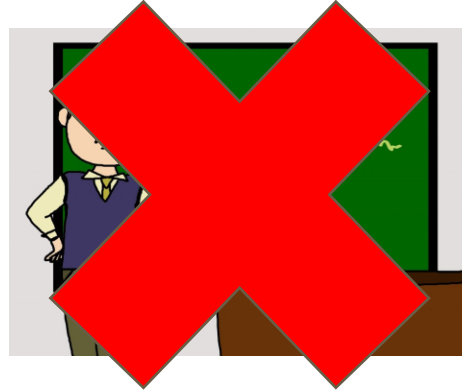
- Lecture
- Classroom discussion
- E-book
- Website



Project Development

How should I teach this?

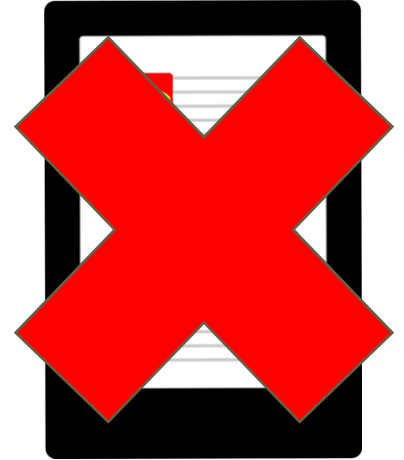
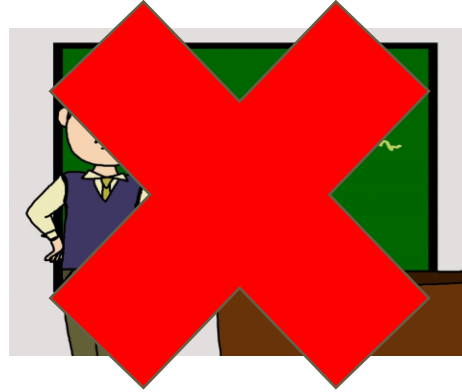
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Project Development

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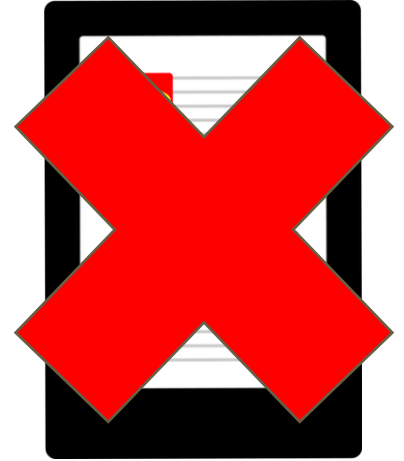
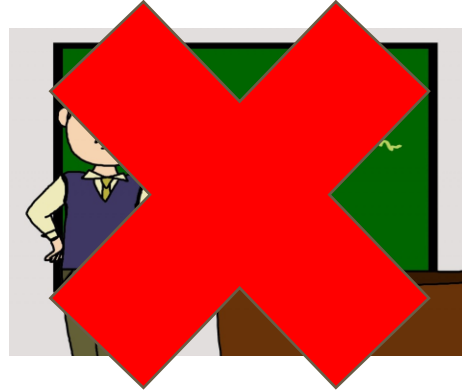
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Project Development

How should I teach this?

- ~~Lecture~~
- ~~Classroom discussion~~
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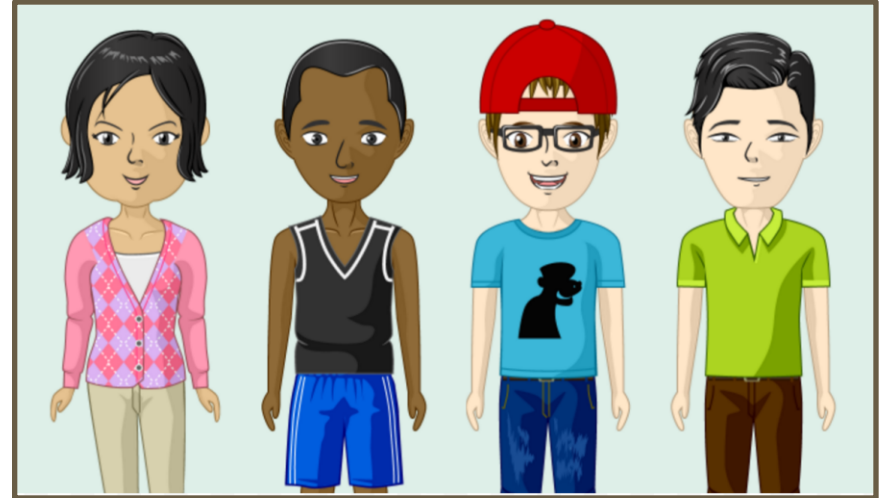
Project Development



Project Development

Common Concerns

1. Navigating a brand new campus
2. Stress involving their appearance
3. Dealing with academic stress
4. Managing relationships with friends
5. Handling peer pressure



Project Development Methodology

John Keller's ARCS Model

Attention

Relevance

Confidence

Satisfaction



Project Development Methodology

John Keller's ARCS Model

Attention

Relevance

Confidence

Satisfaction



Project Development Methodology

John Keller's ARCS Model

Attention

Relevance

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Satisfaction



Project Development Methodology

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Attention

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Project Development Methodology

John Keller's ARCS Model

Attention

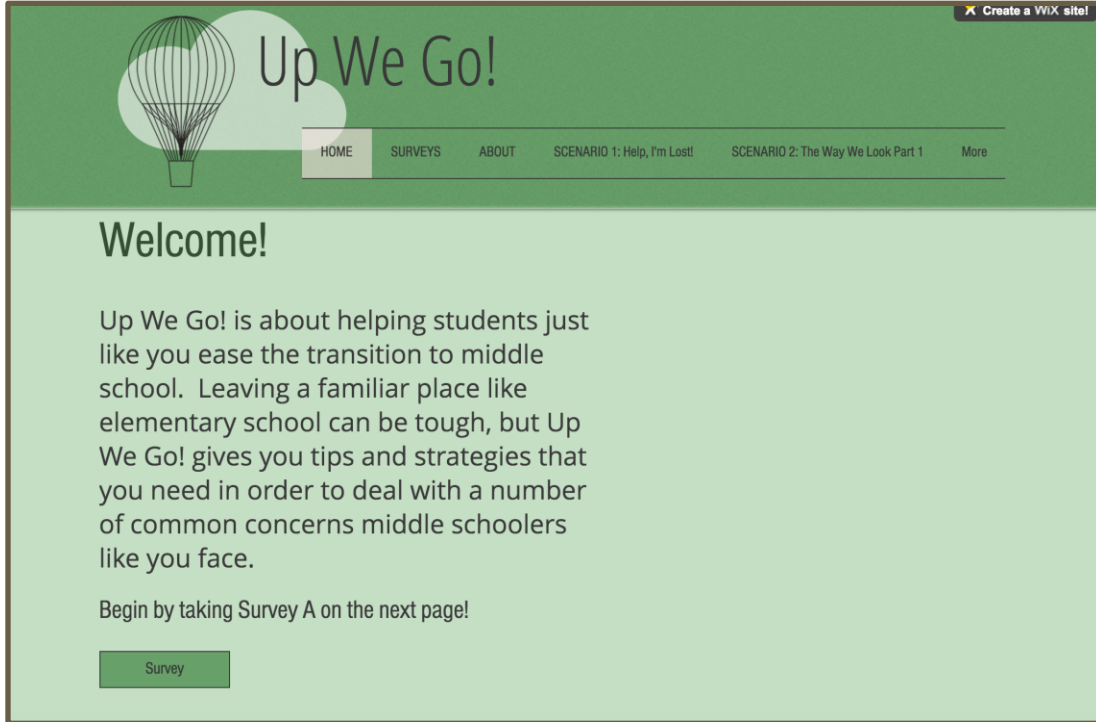
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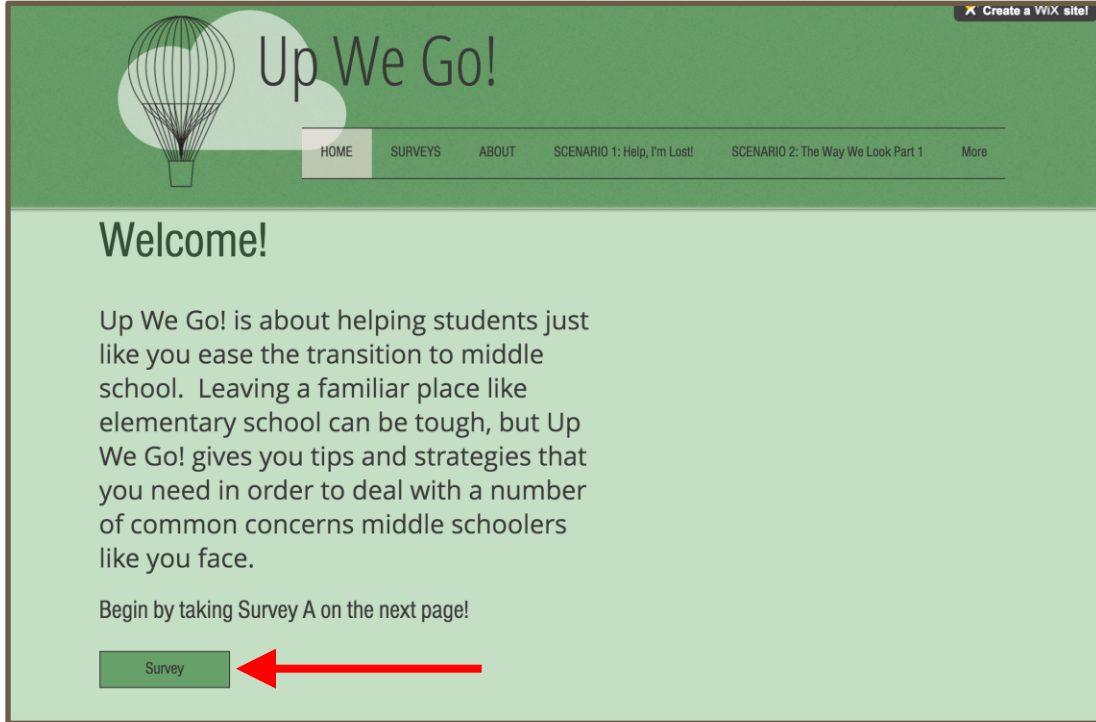
Building the Module



URL:
www.patrickdevega.wix.com/upwego



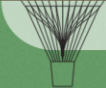
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Surveys



HOME | **SURVEYS** | ABOUT | SCENARIO 1: Help, I'm Lost! | SCENARIO 2: The Way We Look Part 1 | More

Before beginning "Up We Go!", please take Survey A. If you haven't, get started by clicking on the button below.

Survey A

You're almost there! When you've completed Survey A, take a quick pretest by clicking on the 'Pre-Test' button below!

Pre-Test

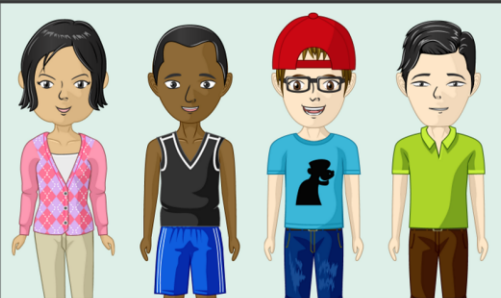
After you're done, you'll be taken to the About page where you'll learn more about the cast. Click on the 'Let's go!' button to begin.

Let's go!

When you've finished "Up We Go!", please take Survey B and the Post-Test.

Survey B

Post-Test



Survey A

Instructions: Your answers will help determine if the module you're about to participate in meets the learning goals. Your responses will be confidential.

Please answer every question.

*** Required**

What is your student number? *

What is your age? (R) *

☐ 10 years old
☐ 11 years old
☐ 12 years old

How concerned are you with moving from elementary to intermediate/middle school? (A) *

1 2 3 4 5

not at all concerned ☐ ☐ ☐ ☐ ☐ extremely concerned

Do you know how you can make it easier to go from 6th grade to 7th grade? (A) *

If yes, list up to three:

Do you feel confident using websites and links? (C) *

1 2 3 4 5

not confident ☐ ☐ ☐ ☐ ☐ very confident

Survey B

Instructions: Thank you for completing the "Up We Go" instructional module. Your responses will help me make changes can to make it a more effective tool for helping students with the transition from elementary to intermediate/middle school. Your answers will be confidential.

Please answer every question.

*** Required**

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What is your age? *

☐ 10 years old
☐ 11 years old
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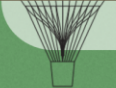
1 2 3 4 5

not at all concerned ☐ ☐ ☐ ☐ ☐ extremely concerned

After "Up We Go", do you know of any strategies that ease the move from elementary to middle school? (A) *

If yes, list up to three:

Surveys

HOMESURVEYSABOUTSCENARIO 1: Help, I'm Lost!SCENARIO 2: The Way We Look Part 1More

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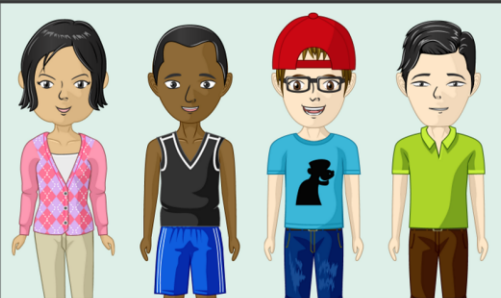
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Please answer every question.

*** Required**

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After "Up We Go", do you know of any strategies that ease the move from elementary to middle school? (A) *

If yes, list up to three:

Surveys

Based on ARCS Model



Survey A

Instructions: Your answers will help determine if the module you're about to participate in meets the learning goals. Your responses will be confidential.

Please answer every question.

*** Required**

What is your student number? *

What is your age? (R) * ← **Relevance**

☐ 10 years old
☐ 11 years old
☐ 12 years old

How concerned are you with moving from elementary to intermediate/middle school? (A) * ← **Attention**

1 2 3 4 5

not at all concerned ☐ ☐ ☐ ☐ ☐ extremely concerned

Do you know how you can make it easier to go from 6th grade to 7th grade? (A) *

If yes, list up to three:

Do you feel confident using websites and links? (C) * ← **Confidence**

1 2 3 4 5

not confident ☐ ☐ ☐ ☐ ☐ very confident

Storyline and Concerns

INTRODUCTION

Hector McKinley is a new student entering Stumptown Middle School.

Hector and his best friends, Richie, Jen, and Wes are enjoying their last year as 5th graders at Belltown Elementary School. As the school year ends comes to an end, Mr. Carson plans a field trip to Stumptown to get students like Hector and his pals ready for middle school.

On the day of the field trip, Hector and the class go through quite an experience. While at Stumptown, they take a tour of the school's campus and get to sit in on a 6th grade math class. What an experience!

After the field trip, they return to Mr. Carson's class where Hector and his friends have a number of concerns. Mr. Carson rambles on like he always does during his lectures. He tries his best to ease their concerns and ultimately tells the class, "You'll be fine!" The class collectively nods their heads in agreement but Hector isn't so sure.

Fast forward a few months and the school year finally ends. Graduation was a special event shared by Hector, his parents, and his closest family and friends.

Hector and his gang of friends have an awesome summer vacation. Family trips, sleepovers, and laziness fill their last few months of freedom. As summer is coming to an end, the group feels anxious about the upcoming school year at Stumptown Middle School.

Begin

Cast

Click on a character to learn more



Hector McKinley



Richie Stevens



Wes Chang



Jen Martinez

Hector McKinley



Hector is a 11 year old who absolutely loves action sports like BMX and skateboarding. If he isn't in school, he's usually practicing tricks at the local skate park. Hector looks forward to middle school but is worried he may be bullied because he's shorter than his peers. Always described as a "good-guy" by his closest friends, Hector always has their back by being supportive and loyal. He doesn't have much interest in school because he finds it boring, so he often daydreams of when he'll land his next big trick.

Back to About

Storyline and Concerns

Scenario 1: Help, I'm Lost! Part 1

Hector can't believe how fast summer flew by! Gone are the days of waking up at noon, watching cartoons, and just hanging out with his best friends. With a sigh, Hector readies himself for the day and gets dressed. He throws on his brand new t-shirt, a pair of jeans, and his squeaky clean tennis shoes.

Hector locks up his bike on the nearest rack in front of the school. He peeks at his watch and sees that he only has a few minutes before the start of the school day. Hector pulls out his class schedule and sees his homeroom is in J-Building. Where is that? He looks to see if there is anyone around to ask for directions. Seeing no familiar or friendly faces, he climbs up the school's steps and opens the door.

On the other side of the door, the hallway is filled with students. Being sure to not get in anyone's way, Hector does his best to steer clear of the large groups of students hanging out near the lockers. Brrring! Hector remembers the bell schedule from the field trip last year. Students slam locker doors and dart off in different directions heading to homeroom. Looking down he sees the hands of his watch inch closer to the tardy bell. He walks halfway down the hall and doesn't know where to go.



Hector is lost on the first day of school.

Scenarios include:

- Description of character's concern
- Tips and strategies
- Embedded assessment question



Storyline and Concerns

Tips and strategies

- Used to solve the concern from previous page

Scenario 1: Help, I'm Lost! Part 2

Tips for when you can't find your way

Worried you'll get lost like Hector? Most middle schools have an orientation day for students who will be attending in the new year. This is an opportunity to tour the school and get information about what it will be like to go there. Often times, only students in your current grade level will be there. This will help you get more familiar with your surroundings without having to navigate through crowds of students.

Still feeling worried? Talk to older friends who go to school there. Since they have experience and know the lay of the land, it would be helpful to ask them if you need any help once you get there.

Once at school and you still are lost, look for adults on campus to point you in the right direction. Teachers, counselors, and other faculty are positioned around to supervise and help students just like you. Be sure to thank them for their help!



Middle school brings a new campus with unfamiliar buildings and layout.



Storyline and Concerns

Embedded assessment question

- Multiple choice
- Instant feedback

Scenario 1: Help, I'm Lost! Part 3

Before clicking, circle your answer on the Answer Sheet

Hector is lost and doesn't want to be late to homeroom. What can Hector do?

- ☐ A Ask an adult for directions
- ☐ B Open his planner and look for a campus map
- ☐ C Slump down on the nearest chair in pity
- ☐ D Stand there until somebody helps him

Next Scenario

Storyline and Concerns

Instant feedback

Nope!

You selected D.

Being lost, Hector decides to stand there and wait for someone to approach him. He sees students zip off in multiple directions. Moments later, the hall is cleared and he's standing there alone.

Staying still and standing there isn't going to get him into class any faster. Go back and try again!

Correct!

You selected B.

Hector recalls a map of the campus somewhere in his planner. He flips open the planner and finds G-building. Looking up, he turns down the hall and is on his way.

Middle school's often provide students with a planner. Inside this planner will be useful information like a campus map, phone numbers, and reference material.

Conclusion

Rationale

Goals

Development

Conclusion



Future Plans

Include movies and have the characters interact more with each other

Include more pictures and audio

Change difficulty of assessment questions

Lessen the amount of information in some scenarios

Lessons Learned

Things I've reflected on:

- Abilities as an aspiring Instructional Designer
- Increased Wix website development experience

Mahalo

- Dr. Fulford
- UHM LTEC Faculty and Staff
- Critical Friends (Tori and Michael)
- Classmates and cohort

? Questions ?

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